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Values in Education	HERMAN VOLLMER
The Comic Example in English	M. L. STORY
Clearing Up Word Confusions	A. STERL ARTLEY
What Is Intelligent Reading?	EVA A. MOORE
The Old Word-Order Changeth	LOUIS FOLEY
Look, Listen---and Why Read?	RICHARD S. ULLERY
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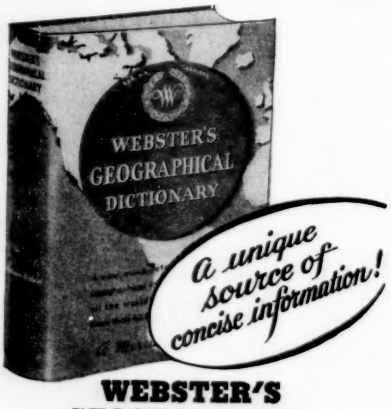

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As we go to press . . .

We feel that we have assembled here some very worthwhile articles dealing for the most part with Language and Reading.

We hear from time to time that material in the Journal has been used as a basis for discussion in faculty meetings. Not a bad idea, either, when you consider what faculty meetings can be in the absence of anything substantial to talk about.

We own up to believing that our readers like to think. We regard each one of them as deserving the name "Educator". This word may not be on a higher plane than "Teacher", though it takes in administrators who only teach by proxy. In our not too humble opinion, the term "Educator" should be reserved for the professionally minded person whose acts are guided by an underlying philosophy of education. This philosophy is perhaps confused at times. It is never quite final but always open to revision—or new vision. To all of you, therefore, we commend the essay by a distinguished pedicatrician that heads the list of articles in this issue. Dr. Vollmer's paper runs in two sections. It will be concluded next month. Part One may set you to reexamining your scale of values. See if you can anticipate something of what the author will say is the greatest value in education, the end to strive for in one's teaching and all other relationships with youth.

Occasionally we hear from a reader who says a good word for the beginning or ending pages of the Journal and we are glad to know that the labor expended on these parts is not wasted. The other day a superintendent wrote us that he finds the descriptions of new books by Your Textbook Reporter "always good and time saving". Again a teacher remarked via the type-writer that our News Digest provides just the wanted information. We promise not to fatten and grow lazy on praise. Leastwise on the amount we get of it.

Your Textbook Reporter

Public Relation for America's Schools

The 28th Yearbook of the Administrators Association—AASA—calls itself **Public Relations for America's Schools.** It is straight-forward in statement and comprehensive in scope. We learn, as we had suspected all along, that whatever the schools tell the public should be clear, simple and honest; that you can't fool the public by pretending your schools are better than they are; that citizens think more of their schools and will support them better when they have had a share in planning; that cooperation is a two-way street; that before any major change in school district boundaries is attempted, parents should be shown the advantages; and that everyone connected with the schools including every teacher has a responsibility for good relations with the people. The purpose of the volume is to set forth general policies rather than detailed methods, but it gives enough details of that nature to enable almost any superintendent or public relations agent to establish and conduct an effective program. All of us must learn to live with our relations and the school's relations never move away or cease to exist. Hence the importance of this latest in a long series of yearbooks issued for and by the school heads of the nation.

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Reading in an Age of Mass Communication

A half dozen monographs by reading specialists are brought together in a single book that should prove helpful to instructors in high schools and colleges, each of whom daily grapples with the problems suggested by the title **Reading in an Age of Mass Communication.** What the competing media are may be sufficiently obvious. Why reading is important calls for thoughtful consideration since teachers in all subjects need firm convictions. For one thing, reading furnishes a sort of balance, a means of judging the current output of radio, motion pictures and other forms of communication. For reading is more than a means of crowding the head with facts and impressions. Properly conceived and taught, it demands appreciation, comparison and critical judgment. We read differently and for different ends at different times. We must learn to distinguish between reading that appeals to the emotions and that which appeals to reason. We must be on guard against unfair attempts to change our attitudes through subtle perversions of the truth. We need to cultivate reading as a habit, if we are to derive lifelong pleasure from the art.

While reading is chiefly a responsibility of the English teacher, no teacher of any subject can safely ignore the part it plays. Periodic tests of each student's reading ability are strongly recommended. College instructors are warned to keep their reading assignments keyed to the levels of reading skill possessed by their students of high, medium and low ability. Class members who are incapable of effective reading should be referred to clinics. Some who are hopelessly poor readers should be steered away from languages, literature and history, since these require much reading. If this smacks of defeatism, it is the only sentiment of the kind we have noted in a rapid inspection of this volume.

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EDITORIALS

THE MIRACLE

A group of teachers met recently in West Hartford, Connecticut, to improve their techniques in teaching children to read. We learn from a brief news item that Miss Ann Ahern, reading consultant, proceeded to baffle these adults by putting before them a strange new alphabet and asking them to identify words composed of these unaccustomed symbols. The reporter thought that any first-grade child would have laughed at the trouble the teachers had in reading even such simple words as "cat" and "dog."

It was a striking way of showing teachers what the beginning reader has to contend with before he can tell one word from another.

How that particular difficulty can best be surmounted is the question that lies at the roots of all instruction in reading. It seems to be a question of how early children should be taught that letters in general stand for more or less definite sounds. If the sounds were fewer in number and the spelling of words less erratic than it is, the respective tasks of teacher and learner would be easier. The slower approach to phonics in vogue today enables the child to postpone what he must learn later about these relationships. Meanwhile he must observe a number of whole words and try to recognize them next time they are encountered. Thus at the start he studies a sort of Chinese. Later—if he gets that far—he discovers that instead of thousands of jumbles or ideograms this printed language of ours contains only twenty-six letters with different arrangements. It is a big moment in a small person's life when he grasps this fact and commences to make use of it in deciphering a story. Teachers need to understand how difficult it is for a child to begin reading, and to be patient and resourceful in leading him along the road. If the miracle occurs, society gains a literate member. If not, one may drift to the very doors of college and even through the doors without possessing the most essential key to literature, culture and all the knowledge and wisdom of the ages.

Whoever succeeds in getting many children past the turning point between non-reading and reading, by whatever means, deserves high rating as a teacher.

HARVARD STUDENTS' BUDGETS

The news within the news is often more significant than the news itself. For example, Harvard University in March set up a center for needy students—an office to which any student having a financial struggle to stay in college may come for friendly consultation and possible assistance in securing a scholarship, a low cost room, a loan or a part time job. This was the main story. Harvard was coordinating the activities of various agencies for greater usefulness. But many who read the story learned for the first time that nearly half the students in the world's wealthiest university are partly dependent on money they earn, borrow or are given outright by the institution. In fact, over half a million dollars is thus distributed to Harvard students each year in scholarships and similar aids. This amount is not peanuts. Again, one learns from the main story that Harvard has established a loan fund, from which students may borrow on a long range plan of repayment, at no interest whatever until after they have left the university. The Harvard spokesman further expresses the hope that the time will soon arrive when no one who enters the university will be forced to quit for want of money.

This news within the news will alter the picture of Harvard that many persons have drawn for themselves.

There is hardly a college or university in the United States that does not invite, encourage and assist young persons of slender means to partake of its opportunities. If some drop out for lack of cash, it is not because the institutions want it so or are not striving to meet the problem.

LANGUAGE OPTIMIST

Olive Hart of the University of Pennsylvania, writing in the Modern Language Journal for February, deplores the decline of interest in language courses throughout the United States, and cites as reasons the prevalent feeling that English is all sufficient, and a returning trend to insularity. But Miss Hart closes on a hopeful note. She thinks the millennium is near at hand for modern language teachers, since the spreading vogue of equal salaries at all teaching levels will soon make it just as inexpensive to start a foreign language in the lower grades as to provide for any other subject in those grades.

She goes on to promise that pupils learning a foreign tongue will gain mastery over English more easily.

Be this as it may—and we have our own private reflections on the meager sense of English idiom and grammar possessed by many teachers of modern foreign languages—the introduction of French or Spanish or German into the elementary school seems likely to advance but slowly. First because the curriculum is already crowded. Secondly because the patrons of the public schools will not be easily or quickly sold on the idea. Most of them still regard foreign languages as needess frills or trimmings.

We nevertheless face a serious need for a more realistic program of language study. America ought to have a larger percentage of its citizens able to speak and write and read at least one language besides English. The common practice of studying a foreign language five periods a week for two short years results in a mere smattering of knowledge: a minimum of grammar and vocabulary, some fragments of literature, some acquaintance with customs and thought-ways of the people who use that language, and the utmost timidity in any situation requiring conversation in the borrowed tongue.

Students in Western Europe spend three times as long in learning English as students in the United States usually do in learning—or pretending to learn—a second language. In some communities experiments are already going on with more extensive or intensive courses. There is a job that ought to be done. To date it has been done but superficially and quite inadequately. We can't wait for the peoples in the world to learn English — not if we wish to know what they are saying or to do business with them on even terms.

FAKE SCHOOLS FOR VETERANS

It is a sad tribute to human nature and civic decency that wherever government funds are made available for some worthy purpose there are thousands of crooked individuals ready to abuse the generosity of the public. The GI bill of rights, with its provision of free schooling for ex-service men, offers a conspicuously flagrant example. President Truman has brought it to the attention of Congress, and the heads of the Veterans' Administration and the Bureau of the Budget have combined in issuing a report.

It transpires that 5600 privately owned schools have sprung into existence during the past five years to assist Uncle Sam in disposing of the money he has agreed to invest in veterans' education and training. In some of these schools a veteran may spend up to two years in the study of barbering, upholstering or repairing refrigerators. In some of them, he may attend when he feels like it or drop out entirely without loss of revenue to himself or the school, since no one reports the lapses to the VA. Both the veteran and the school should do so, but there's no penalty if they do not. In many instances, the veteran goes to school to get training for an occupation he could learn much better and less expensively on the job,—if jobs there were.

Last year the veterans' free schooling cost the nation almost three billions.

No one begrudges the honest veteran, school or business firm the legitimate fruits of the GI plan. On the whole, it has been a boon to the veterans, to many established institutions and to the country at large. But the vast and growing misuse of the VA's education dollars creates a scandal of first magnitude. Not only must the government crack down on those who conspire to rob and defraud it. All good citizens are in duty bound to expose "gyp" schools and training schemes they chance to know about. Notify the VA or the Fair Trade Commission in Washington.

THOSE FOOTBALL CASUALTIES

Six schoolboys lost their lives in football, last autumn. Not a large percentage of the 600,000 who engaged in the sport, but six too many. If a member of your own school team happened to be one of the victims, you would feel very keenly that this one death was excessive. In addition to those who were killed in the game, an uncounted number sustained injuries that will affect them through life.

An article by Fred Hein, Ph. D., in the January issue of *Hygeia*, warns all who have to do with scholastic football that competent medical advice should determine who are and who are not physically fit to play; that a physician should direct the process of conditioning players to withstand fatigue; and that a physician should always be in attendance at games, to decide when a player should be replaced.

These precautions are obviously necessary. Yet there must be many schools that fail to supply even this minimum of health supervision, leaving vital decisions up to a coach whose natural inclination, buttressed by local pressure, is to win the game at all costs.

Calling in a physician may be the answer to a schoolman's prayer when he feels that football is riding too high in his domain. Only part of the answer, of course, since there are educational angles that also need attention.

Another point made by Dr. Hein pertained to football uniforms. These should be well made and properly fitted to each player. This provision for safety is too often neglected and such neglect is one reason why high school football holds a bad reputation for casualties as compared with that of college teams.

GO AHEAD

When the world seems out of joint and your efforts to put it right bring no visible results — make sure that you yourself have something you believe in, some conviction of what is best worth striving for. If, in the light of what you know and believe, the work you are trying to do is important; if it is really so important that the world would suffer a great loss were all such work abandoned — then go ahead!

VALUES IN EDUCATION

HERMANN VOLLMER

Part I.

Every culture has its characteristic value system. It may be distinguished by a special emphasis on religious, esthetic, philosophic, ethical or technical values, such as the estimation of "kalokagathia" in ancient Greece, of religious values in the Middle Ages, of humanism in the Renaissance, and of technical achievements in the New World. In other periods, value standards prevail which appear to be devious, distorted, and opposed to the idea of man and human society. One-sided stress of physical training and hardening by the Spartans, or of military discipline and aggressiveness by the Prussians are such examples.

Obviously, the value standards of a culture are created by men. In turn, prevailing value systems influence the people of their period. They probably exert the strongest influence on young individuals who are not as yet fully molded. Everybody dealing with education of young people, more or less intentionally tries to guide them in the direction of the existing value system. This explains why certain value standards may persist through several generations.

Pedagogy is inevitably connected with values, valuations and the value system of a culture. To a great extent, the quality of educational systems depends on the value standards of their time. High value standards, high aims of education and high personal value of those educated seem to coincide in certain cultural periods. In others, a devious value system also distorts the prevailing educational ideas. It is conceivable, however, that some educators can correct such transitory deflections. For this, they need to be unconventional and courageous, and have a highly developed value judgment.

Pediatricians share the responsibility of the educators. We are inevitably engaged in the guidance of children. Mothers ask us questions, and act according to our answers which they regard as authoritative. In addition, we have to deal with children in their early days in which every influence has a profound formative effect. We must admit that we are insufficiently prepared for this role of the responsible advisor. Let's look at some of the reasons.

Educational principles and methods have changed in our life span from one extreme to the other. The advocation of free schedules followed that of strict discipline, and both principles were equally hailed as final solutions when they were new. We are sceptical since each method produced success in some cases and failure in others. It seems important how such a method is applied. More essential than methods, principles and their application appears to be a wisdom about the aims of education and their relative value. Here we must admit our shortcomings. The question as to what end we should educate children apparently has not been given due consideration. We have some ideas but they are vague and do not withstand critical scrutiny. Here the question of values comes up again, and it may be useful to reveal our insecurity in this sphere. A few examples may illustrate this.

It is generally agreed that children should be helped to become well adjusted individuals, but to what should they become adjusted? to their parents and environment? Adjustment can not be desirable unless parents and environment clearly represent certain values. Children born into a milieu of low or distorted value standards may refuse or be unable to adjust. In spite of or rather due to their "maladjustment", they can develop into admirable people. The biographies of many great men prove this point. It seems that the degree of adjustment in itself does not determine the value of an individual. Therefore, adjustment can not be accepted as the aim of education, certainly not as the only one. Adjustment is valuable only in so far as the general spirit and value standards surrounding the growing child are worth the adjustment.

We may turn our view from the child-environment relation to the intra-psychic structure and believe we should guide children so that they become well balanced individuals. This seems to be desirable. We must consider, however, that development into higher human or social levels endangers rather than enhances inner balance. From such development, feelings of inadequacy ensue which are apt to disturb the balance. The richer and the more differentiated inner life becomes, the more difficult it is to keep it in equilibrium. As desirable as a good inner balance may be, we do not want it at the cost of other more essential qualities. That means: to become well balanced can not be the ultimate goal to which all other aims of education should be subordinate. The development of a rich and intensive psychic life seems to be a higher educational aim. That such a psychic life becomes well balanced is unquestionably desirable but of secondary value.

It appears that isolated qualities such as a "good adjustment" or a "good inner balance" are not sufficient to be taken as goals of education. They may add to the perfection for which we strive but in themselves they are not ultimate aims of education. We want to accomplish something more comprehensive that determines what is intrinsically valuable in a growing individual. With this most would agree. However, there is no agreement, but rather confusion as to the values toward which children should be guided. Are the values to be the same for all, or identical for all children living in one culture, or can they be different, depending on the individual endowment, the social level, and perhaps many other factors?

Are there innate values which simply need to be developed? Or is the innate endowment a neutral capacity, beyond good and evil, which has to be formed into distinct value patterns? If so, which value patterns should be selected? The value standards of our culture and our society suggest themselves as the most adequate. This seems simple and well defined but actually comprises a multitude of conceptions, in part opposed to each other. The few establish idealistic standards derived from theology, sociology, philosophy, psychology or even psychoanalysis. The majority, however, thinks in more "practical" terms. These controversial principles only reflect the antithesis between the idea of what "our culture" and "our society" ought to be and what they actually are. Since the majority is included to suppress the minorities in the realm of ideas, a number of "practical" viewpoints are in vogue and naturally infiltrate into educational systems and principles.

This is illustrated by the most common misconception that success, efficiency or income determine the value of a person. Competitive education, in part, results from this widespread belief. It is success itself without further qualification that is meant to prove the efficient utilization of abilities and value itself. By an erroneous inference, success and value of a person are identified. This is reflected in every day language which carries the absurdity one step further by expressing the degree of human value in dollar figures: "he is worth a million dollars". Aesthetic values are treated the same way. We read about a "200,000 dollar Rembrandt", which is not only the last word in triviality but also a sign of dangerous value confusion.

Adoration of success extends into every field. Be it a millionaire, a successful doctor, a prize-fighter, a film star, or else a gangster, a mad dictator; they are admired as far and as long as they are "a success". Their human value, their ways and means of attaining success are nobody's concern until they lose, fall or are hanged, and thus lose their attractiveness. By no means is such overvaluation of success an occasional instance; our youth encounters it everywhere, in their readings and games, at school, and in what they hear about the judgment of other people.

Radio, comics and motion pictures, the most powerful and most misused instruments of education, contribute the rest to the decay of ethics and esthetics, and the perversion of values. With few exceptions, they disparage the noble spirit of man in favor of racketeering and gangsterism; female grace and beauty in favor of garish vulgarity; and merit in favor of wealth and success. In an ironical vicious circle, these tawdy products, by their appeal to primitive mass instincts, become a "success". Since they have already conditioned their audience to bad taste and distortion of values, how can serious attempts at improvement compete with their efficiency? How can parents and teachers compete?

The valuations which our youth experiences in school are certainly not free from competitive spirit, with the main stress on success. Notwithstanding higher ideals of a few, tests and examinations, marks and certificates are widely accepted measures not only of performance, efficiency, memory, ready wit, or successful completion of a curriculum, but of intrinsic value. Those who fail are fenced off and disqualified. We should remember, however, that a high I. Q. rating and criminal behavior are not mutually exclusive; that great men have often done poorly in school, even failing examinations in the very field in which they later excelled; while the student who has been at the head of his class often becomes conspicuous by his mediocrity in later life. It may be time to disqualify these accepted tests as the measures of human quality.

What are the consequences of these primitive value standards and the general spirit of our time, society and culture? First, a continuous need for change and re-adaptation results. The striving for betterment, success, income, position and property necessitates constant changes in habits, customs and value standards acquired in childhood. Such changes are disturbing. The individual undergoing such rapid changed feels uprooted and isolated, and his fear increases. The second consequence is that the center of gravity in all value aspects is externalized. The accent is on appearance and facade, not inner reality, on "success" and not inner growth, on conformity and not originality, on results and not ideas; and the estimation of quality is a quantitative one, mainly expressed in terms of money. The psychological result of this externalization is the feeling of inner emptiness and despair.

In this atmosphere, value judgment deteriorates rather than develops. Even where higher ideals are selected for the education of our youth, such as the democratic or Christian idea, they soon are externalized. It is not the religious spirit, not the inner way to God, and not genuine "amor Dei" on which such education actually concentrates in our time, but obedience to external rules. This produces conformists and hypocrites rather than true christians and democrats.

Being aware of these facts and failures, many groups engaged in education and mental health turn from distinct goals and rigid rules to unrestricted freedom and development. The question of values, up to now not seriously envisaged, is abandoned altogether. Psychoanaysts intentionally do not raise this question, and their neutral attitude in this respect is easily misunderstood. The belief has been expressed that children simply need to be brought up according to psychoanalytic principles; that schools and kindergartens are only to be recommended if their teachers are psychoanalysed or at least well versed in psychoanalytic theories. Whether this is true remains to be seen. Up to now, none of our great men and creators had the benefit of an education in the spirit of psychoanalysis, not even Freud himself. And the few who have enjoyed this privilege are either too young or not yet sufficiently convincing. Aimless freedom and conflictless unfolding, if it were attainable, do not seem to be the final answer. If matters of values are hushed up, our youth will take them from wherever they can find them, simply because one can not live without such standards. And this will be the value system of our time which, as we have seen, leaves much to be desired.

(To be concluded next month)

THE COMIC EXAMPLE IN ENGLISH

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There is probably no field in which the humorous illustration and enlivening anecdote are more welcome or more pedagogically effective than in language study. Particularly in the approach to good usage, the tedium and difficulty of inert rules and drill activities can be circumvented by occasional attention to a classic "boner" or to some relevant witticism which illustrates the violation of a grammatical principle. The characteristic vein of American humor in so much of our literature furnishes a wealth of examples of ludicrous mistakes in grammar and curious butcherings of the language. The teacher who carries as a regular stock-in-trade a good collection of such examples will find students particularly appreciative and, more often than not, will leave them rather strongly impressed by the fact that mistakes have the potentiality of making one look somewhat ridiculous.

Without extensive research one can collect a good many famous, or perhaps infamous, instances. William Lyon Phelps gave an excellent example in quoting a governor of one of the states, who, according to Phelps, holds the all-time record for bad English. He accomplished the astonishing feat of making three grammatical errors in a sentence of only two words. His classic statement was "Them's them." An equally interesting random example is the quadruple negative in the following passage from Robert J. Burnettes' "Romance of the Carpet:"

> "And he turned away with a heart full sore,
> And never was seen, not none, no more."

The traditional rule about ending a sentence with a preposition has elicited some particularly horrible examples. There is the widely circulated story of Winston Churchill's retort to a presumptive young secretary who had criticized some of his manuschipts on this account. He stated: "This is a criticism up with which I will not put." Another example which contains four prepositions at the end, and for which I am indebted to either Bennett Cerf or Porter G. Perrin, is the boy's intriguing question: "What did you bring that book to read to me out of up for?"

Anecdotes about punctuation are also fairly common. The following illustration of the effect of shifting the position of a comma in a sentence borders on ribaldry. The correct position of the comma may be shown first of all:

> "There's a divinity that shapes our ends,
> Rough hew them as we may."

The fatal effect of moving the comma may be demonstrated by placing it after "Rough."

Some, at least, may be intrigued by Gertrude Stein's statement regarding the function of the comma (and illustrating some of the effects of the omission of it in ordinary communication):

"A comma by helping you along holding your coat for you and put-

ting on your shoes keeps you from living your life as actively as you should lead it and to me for many years and I still do feel that way about it only now I do not pay much attention to them, the use of them was positively degrading."

Samuel Goldwyn's alleged use of the mixed metaphor and of other linguistic atrocities also provides a rich field for exploitation. He is quoted as saying about his employees, "They're always biting the hand that lays the golden egg." Even more memorable, however, is his priceless response to a friend's question, "I can answer that in two words, im-possible."

The study of correct word usage may bring to mind such stories as the probably fictitious one in which Noah Webster displayed his unshakable passion for correctness. He is said to have been in the act of embracing the maid when he was suddenly confronted by his wife. The wife said, "I'm surprised, Mr. Webster."

Noah responded impatiently: "No, Madam, you are *astonished*. It is I who am *surprised*."

Classroom emphasis upon correct pronunciation may recall such jests as the one made by Will Rogers in a dispatch from Nice, France:

"It's pronounced Neece, not nice; they have no word word for nice in French."

The study of bibliography and footnote forms may suggest John Barrymore's in-character statement about footnotes, made in connection with his study of the role of *Hamlet*: "A footnote—it's like having to run downstairs to answer the doorbell during the first night of honeymoon."

While such examples may seem like sacrilege or heresy to the ultra-serious teacher, they often contribute to normalcy by creating a wholesome laugh at our pedantic expense. There is no better example of this good-humored self-derision than the parody. The teaching of literature may be greatly enlivened by the use of some of the innumerable parodies and burlesques available. Classes always applaud such examples as this well-known anonymous take-off on Longfellow:

The Modern Hiawatha

He killed the noble Mudjokivis.
Of the skin he made him mittens,
Made them with the fur side inside
Made them with the skin side outside.
He, to get the warm side inside,
Put the inside skin side outside;
He, to get the cold side outside,
Put the warm side fur side inside.
That's why he put the fur side inside,
Why he put the skin side outside,
Why he turned them inside outside.

The literary anthologist has not been slow to appreciate the effective comic relief offered by Leacock, Thurber, Leonard Q. Ross, and Frank Sullivan. The latter's "A Garland of Ibids," and "The Cliche Expert" are standard selections which all English students know and appreciate. The superlative effect of driving home an awareness of good usage through this indirect and highly entertaining medium is unmistakable.

The most effective as well as the most entertaining example which this writer has discovered was borrowed (inevitably) from Mark Twain. His memorable description of the continental method of harnessing a horse is, perhaps, the best known example of how not to write an "exposition of a process." Nothing could serve more effectively to point up negatively the importance of lucid and definite writing in a "how-to do" composition. This short "process" theme from *A Tramp Abroad*, which is quoted below as a final example, must be read aloud to a class for fullest effectiveness. As a matter of interest, this passage was discovered recently by a radio commentator, who presented it as a sort of *tour de force* on one of his regular news programs. It was requested again by his listeners, and during his second reading the commentator became so convulsed with laughter that both he and his announcer finished the program only with the greatest of difficulty and amid weirdly suppressed paroxisms of laughter. Mark Twain was never better than in this priceless excerpt:

Harnessing A Team of Horses

"It may interest the reader to know how they 'put horses to' on the continent. The man stands up the horses on each side of the thing that projects from the front end of the wagon, and then throws the tangled mess of gear on top of the horses, and passes the thing that goes forward through a ring, and hauls it aft, and passes the other thing through the other ring and hauls it aft on the other side of the other horse, opposite to the first one, after crossing them and bringing the loose end back, and then buckles the other thing underneath the horse, and takes another thing and wraps it around the thing I spoke of before, and puts another thing over each horse's head, with broad flappers to it to keep the dust out of his eyes, and puts the iron thing in his mouth for him to grit his teeth on, up hill, and brings the ends of these things aft over his back, after buckling another one around under his neck to hold his head up, and hitching another thing on a thing that goes over his shoulders to keep his head up when he is climbing a hill, and then takes the slack of the thing which I mentioned a while ago, and fetches it aft and makes it fast to the thing that pulls the wagon and hands the other things up to the driver to steer with. I never have buckled up a horse myself, but I do not think we do it that way."

CLEARING UP WORD CONFUSIONS

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Went for *what*, *where* for *when*, *tell* for *tall*, *sent* for *say*, *horse* for *house*—teachers get a frantic feeling when children "mix up" words like these when they read.

Run for *runs*, *began* for *begin*, *house* for *home*, *who* for *how*—even as late as third grade or later, confusions like these may persist. "What shall we do about these troublesome word confusions?" teachers ask at summer school, at clinics and institutes through the year.

It will be worth while to consider some general principles that can be applied both in *first* teaching and in remedial work to root out these word confusions that sometimes seem to grow like weeds in the children's reading.

Reading for Meaning

First and most important is to develop in children the attitude of requiring meaning from what they read. If they are reading for meaning, they at least know when they have "called the words" wrong. Then they can recheck and try again.

But take Tommy, encountering the sentence "Jack went to the house for some pennies." He read it aloud "Jack wants to the horse for same pennies" and was perfectly satisfied with this rendition. Obviously such errors indicate a certain unconscious state while reading. A child who does not know that he has made mistakes is not ready to work on specific errors. Our first task becomes one of helping him to develop the attitude that reading is a thinking process from which meaning is to be gained.

There are several things the teacher can do day in day out to develop the attitude of reading for meaning.

1. First, she will check to be sure that the reading material she gives the children will make sense to them. They can't be expected to read for meaning if the ideas in what they read are "over their heads" or pointless in view of their interests and activities.

2. Establishing background—getting children "warmed up" and ready for what they are to read—and setting up specific purposes for reading are key factors in keeping attention focused on meaning. "Read the sentence (or paragraph or page) to find out...," "Let's read to see whether...." are guiding statements by which teachers may point up the reading so that the children have something specific to look for as they read. Such guided reading should replace directions like "Tommy, you read the next four lines," or "Class, turn to page 64 and read to the end of the page."

3. The teacher who wants to have children read for meaning will *always* have silent reading before oral reading. In oral reading the child must "call off the words," and unless he has already read them silently so that he knows the sense of what he's reading he will be concerned with pronouncing the words rather than with putting them together meaningfully.

4. The teacher can provide much practice material—either made by herself or from reading workbooks—in which the children have to choose between words similar in form on the basis of meaning clues. For example:

Dick (went, want) to the playhouse.

Joe (thing, thought) trains were more fun than wagons.

Scrutinizing Word Forms with Care

When children receive careful training in reading for meaning, teachers will be amazed to see how many word confusions drop out of the picture. But right along with this attitude of requiring meaning must go the habit of scrutinizing word forms with care.

We know that at the outset children learn to distinguish words by recognizing over all differences in the configuration or pattern of word forms. They are not so likely to confuse *elf* and *elephant*, once these two words have been taught, as they are to mix up *it* and *at*, *saw* and *was*, *then* and *them*.

To help children discover how important it is to pay attention to details in the form of words, teachers can:

1. Lead the children to make direct comparison of word forms that are very much alike and to notice exactly how they are different. The teacher may, for example, write on the board groups of words that the children have confused, such as the pairs given below. Ask the children to pronounce the words in each pair and to point out which parts of the words are alike and which are different: how, now; has, his; look, took; saw, was; it, if; house, home.

With this arrangement it is easy to show the children that though similarities exist, there *are* distinguishing differences—and it's important to examine the whole word before deciding what it is.

2. Sentences which require children to combine meaning and word-form clues—like those suggested earlier in this article—may be used frequently.

3. In teaching children to use structural and phonetic analysis in attacking new words, the teacher can help children discover that looking hard at new words is a helpful first step to take when unfamiliar forms are encountered. She can teach the children to ask themselves such questions as: Does this new word look like some word I already know? How is it like that word? How is it different?

The children should have much practice, for example, in identifying new words formed from words they already know—for instance spotting the known word *play* in *played, playing, playful.*

To help them sound o u t new words, their attention should be directed to the similarity of new words to words they know. For instance, encountering the new word *bang*, the child should recognize its similarity to a known word such as *sang*, and then through interchanging initial consonants get the sound of the new word.

Independent Reading

The above suggestions apply primarily to direct instruction in reading when the teacher is working closely with the children, in groups or individually as needed. How can w e make sure that children will "keep up the good work" when reading on their own?

Toward this end at least some of the children's independent reading needs to be done in a controlled situation, when we k n o w (1) that meanings are easy to get, (2) that words the children have already been taught predominate, (3) that the new words then encounter are words they're *prepared* to get for themselves.

Then the children can get that encouraging feeling of independent achievement. And the teacher can discover how well worth while all her own careful teaching has been—in doing away with word confusions and in giving pupils true reading power.

WHAT IS INTELLIGENT READING?

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Marilyn and Janet, Nobu and Fred, Salvatore and Eddy — 160 sixteen-year-olds clatter into room 312 every school day for eleventh grade classes in American literature. Their I. Q's range from 80 to 140. Their reading scores on the Thorndyke-McCall Scale run from fifth grade to the second year in college. About half of them after high school will go on to some form of higher education. The other half will be clerks, milkmen, assembly line workers.

Can all of these children be taught to read intelligently? Before I give you my answer to that question, let us be sure we are agreed on our terms. What do we mean by "read intelligently?" (1) Do we mean, vocalize printed symbols? (2) Or do we mean, take printed symbols and convey them into action identical with what the writer expected? (3) Or do we mean, get the meaning from any given page? If the last, who is to determine what the meaning is? Must two readers of the same passage get the same meaning?

If by "read intelligently", we mean any of the above, I do not believe any eleventh grader or any human being can fully achieve it.

Reading intelligently means different skills to different people. We expect a first grader to know accurately what the three letters C A T mean. But I have seen breeds of cats and dogs I could not clearly classify under either word. I have heard two-legged creatures called cats or dogs. Sometimes, even with the context to aid me, I have not been able to tell whether the writer was being complimentary or not.

I expect that an anthropologist knows about Bushmen. Some of my sixteen-year olds would be horrified if that learned gentlemen did not recognize a bushing when he met one. In order to be considered an intelligent reader, must one know and understand all types of vocabularies? If so, are there any intelligent readers?

English teachers expect my students to take a paragraph and list from it all the adjectives. They can see no reason to play with words. Is this lack of interest in learning how to use words in a technical way, a measure of intelligence?

There is another problem in judging who is an intelligent reader. Is one using reading intelligently if he can understand the words expressing a problem in quadratic equations and can solve the problem, but cannot solve the problem of a newspaper advertisement? If he buys the article listed for sale without investigating the price of similar articles at other

stores, is he an intelligent reader?

Is one intelligent if he reads and believes "Birds of a feather flock together", or "Opposites attract"?

Not only does reading intelligently mean different things to different individuals, but also it means that the reader must master in each of these varieties of reading the range from a simple idea to a very complex one. I can read the words *carburetor* and *differential*, and I can read the bill the mechanic gives me for repairing those two auto parts, but I cannot understand what the skilled mechanic did. I recently had an operation. I read carefully the description of the surgery to be done, but I certainly did not understand *how* it could be done. One lifetime is not sufficient to develop all skills. Reading is a most important aid to the development of some skills, less important to others. It is a means to an end, not the end itself; and it varies as the end varies.

So you see why my answer is NO to the fuzzy general question, can all children be taught to read intelligently. Words mean different things to different people at different times. Reading has many different fields. In any field, there is a long range from the very simple concrete term to the complex, scientific statement or the philosophical abstraction. In one lifetime, one individual cannot be all persons nor comprehend all fields of printed communication.

However, I do believe, fortunately for me, since such a belief guarantees me only partial, instead of complete frustration, — I do believe that eleventh grade children can be taught to read more intelligently than they now do. And I believe that English teachers can learn how to think more intelligently about reading, reading for anyone, any time, any where.

Such thinking begins by considering the questions, why write? Why read? One writes because he has something he thinks worth expressing. Another reads that writing because he thinks he may find in it something he wants. Either the writer or the reader or both may be mistaken. You and I may be mistaken now about what we are doing. My reader may have already found me useless to him and gone on to Dorothy Sayer Dorothy Thompson, or Plato. Unlike the child in an English class, my reader has the right of free choice.

So not only are the skills of reading too varied for one individual to know them all; but also, none of us learns to read what he thinks useless to him. Whether one can read a given set of symbols, depends as much on whether he wants to, as on whether he is high on a reading scale. Children who cannot read pour over the funnies. Boys in the eleventh grade who test fifth grade in reading, can tell me what radiation at different angles and at different distances did in Hiroshima.

I skip the statistics in a doctor's thesis on the correlation of grammar and character education, but I can and do read a table on income tax amounts. One seems more useful to me than the other. We English teachers are beginning to understand that a sense of need is essential if we as individuals are willing to try to master a difficult skill. Children react the same way we do as to what seems useful or useless to them.

But, we insist, the child does need to read. We are right. Every child needs to read. But which child needs to read what? What does he need to read for what immediate need that he can understand? Towards satisfying what long range needs can satisfying his immediate needs move him?

Where we make our mistake is that we assume every child's need is for the same reading. We assume that all children with high I. Q's are going to college and need to read what colleges think the children that come to them should have read. We assume that reading is chiefly a matter of meanings conveyed accurately. In reality each individual interprets the meanings in the light of his own past experiences.

We teachers also assume that reading a certain selection as a class assignment should give to all members of the class the same answers to the teacher's questions. And we assume that the questions the teacher chooses to ask on that selection are the questions for which all the children should have found identical answers. If this last assumption is not true, we inquire sadly, how can we grade 160 papers in the hours we are not teaching 160 children?

With such assumptions in the back of our minds, we assign to our sixteen year olds the reading of "The Merchant of Venice". Perhaps we have each of them memorize the famous lines about mercy. If the child can write them or say them correctly, we give him a grade of excellent. He can read intelligently.

But can he? There is no question in my mind but what mercy is a quality that all human beings need to have some understanding of. If that is true, what should an adolescent understand about mercy? What is mercy? Is Shylock merciful? Are the Gentiles merciful? Is Portia merciful? Is there any relationship between mercy and justice? What different ideas do these different children who happen to be in a class together, have about mercy and justice? Can they agree upon a definition of terms? How broad does that definition have to be for all of them to agree that a certain act in certain circumstances is, or is not, merciful? Do they believe they should escape punishment for being tardy to school? (Do they believe teachers should be merciful to them? Are their actions in harmony with their spoken opinions?) Can one escape the results of his acts? Do one's repeated acts create his character? Does Shakespeare have an idea of mercy that is the same for all people, Jews and Gentiles? How does mercy differ from

special privilege? Is this world of which we are a part, a just world? A merciful world? Must all of the thirty children in the room reach the same conclusion about mercy? Can they, truthfully and independently? What do we ourselves, teachers, in our daily lives within our classrooms practice about mercy, about justice? Can we teach other than as we do?

Or shall we assign "Hiroshima" by John Hersey? This book is not American literature say those people in my class who have been trained academically. Since I am teaching American literature, they believe I should not teach such a book. Do they believe it is not old enough to be literature? Or do they think it not American because the atom bomb was not dropped on Americans?

Whether it is American literature or not, does it meet the need of a sixteen year old? Is realization of the effectiveness of an atom bomb part of the need of a twentieth century child? Or should he be protected from the horror of modern war until that dread moment when it descends upon him?

And if we do decide to teach it, what shall we do about the conflict between Chancellor Hutchins and the War Department as to whether the Japanese had begun negotiations for peace before that bomb was dropped? Shall we decide for children which one of these responsible sources is incorrect? What shall be our action about any heated controversial issue? Shall we give a child what is perhaps a guilt complex about Hiroshima? Or extend to him our escape mechanism for running away from difficult questions? Shall we assume that war is inevitable in his experience or question that assumption and perhaps be preparing him to feel later that he is to die uselessly? Or shall we tackle the almost impossible task of showing him by what slow spirals humanity changes?

Or shall we assign him something easier to read — folk literature — tales of Paul Bunyan? Shall we encourage his twentieth century habit of finding everything, as advertised, bigger and better than it is?

Or have him read of the Puritans and freedom of religion? If so, shall we ignore Roger Williams? And what shall we do about freedom of religion for Quakers in war time? Has a man the right to refuse to fight if his religion and his conscience tells him it is wrong for him to aid a war? Is it freedom of religion for men still to be in federal penitentiaries in the United States for doing in war time what their consciences and their religion told them was right? Or shall we talk of the problems of the past and ignore their relationship to the lives of our children and ourselves?

Or shall we turn to Edgar Allen Poe? Shall we deal with his horror stories only? Or his poems only? Shall we discuss the structure of the stories and the rhythm of the verse and avoid the personal problems the man had which affected what he wrote? Is genius related in some way to personal excesses? Were his acts excusable? Inexcusable? Should we be merciful in our judgment of him? Of our own weaknesses? What makes us mediocre individuals unstable sometimes?

Yes — yes — I know I have made you uncomfortable. Me too. Security of opinion, — the opinion we hold or would like to hold if we could find it; and if, acting on it, we did not make ourselves too uncomfortable — how we crave it. And so do children. It is their major need as well as ours.

We are all aware of that need. We seek the RIGHT answer, the settled dispute. We adopt all sorts of subterfuges to convince ourselves we possess it. But no human beings possess that perfect knowledge. In that lack, lies our humanity.

If we cannot endure insecurity, Aldous Huxley in "Brave New World" offers us an escape. An Epsilon baby knows only what is whispered all night under his pillow. He raises no questions, finds no puzzles in living, is conditioned to his cast. Movies, funnies, radio and television programs, and newspaper headlines expound a similar, monotonous chant, the diapson notes of which are money, beauty (cosmetics), power.

Perhaps even more than now, schools will tell children what to believe instead of training them how to search a lifetime for truth, and how to live never having wholly found it. It is difficult; it is devastating to accept the endless contradictions that our search gives us. Yet Lincoln found for himself a philosophy with which to face contradiction: "With confidence in the right as God gives me to see the right —" Lincoln did not say that he knew what the right was. He did say he had one view of it, and he would act with confidence in his judgment, his human, fallible judgment of the right.

Reading Lincoln's "Second Inaugural" intelligently means to me, in the hard decisions I make each day, that I am seeing only my human, fuzzy view of what is right to do. But I have to act, and I must have confidence that nothing more can be expected of me at the time than to act on that best judgment of mine. It means, too, that tomorrow I shall discover how I could have had better judgment and have acted more wisely. Yes, my judgment is feeble even about the teaching of reading, but I have to teach as well as I know now.

Can all children in my classroom be taught to read more effectively? Of course. To the degree I can increase my understanding of human needs, I can aid others to increase their understanding of those needs. What are reading and discussing of a writer's ideas but a tool to such understanding? What do writers ever write about except human needs and ways to satisfy them better?

THE OLD WORD-ORDER CHANGETH

LOUIS FOLEY

It is no matter for astonishment that the teaching of grammar should have gone out of fashion years ago in schools that made any boast of being up to date. It was only an inevitable reaction against pernicious practices of instruction in pseudo-grammar that had too long obtained. Of course, as some of us view it, the reaction went too far, as reactions have a way of doing. Yet the old faults persist here and there even now.

There is no use being sentimental about the supposed thoroughness with which "fundamentals" were taught in the typical red-brick (or log) schoolhouse of our ancestors. No doubt pupils did learn thoroughly in those days such things as the alphabet and the multiplication table, in a sensible way for such things to be learned. When similar methods were applied, however, to other kinds of material, the instruction might not be "thorough" at all but actually very superficial.

Language-teaching, as it appears to have been done usually in "the good old days," exemplified some of the gravest faults in pedagogy. To be sure, the kind of required reading that was then in vogue offered contact with literature from which an active-minded student could draw linguistic lessons that he might apply in everyday life. For the majority there must not have been very much carry-over of that sort. At any rate, such language-learning was a more or less incidental by-product. What we are considering here is direct instruction in the ways of speech. The manner in which that was handled could hardly lead to very satisfactory results.

As everyone knows, the old method was to make pupils learn "rules" of grammar. The theory was that having learned a rule they would proceed to apply it. Only of course they didn't—unless they were exceptional, not to say over-bookish or pedantic. The method was too difficult for any but the more gifted, or those who cared enough to make the great effort required. Just in the natural process of growing up, you had formed basic habits of expression, and you kept on with them. It is by no means easy to hold in mind a set of abstract rules and to apply them constantly. Indeed there is something pathetic about a person who shows conscious effort in trying to speak correctly. We are asking too much if we expect ordinary students to improve their language very effectively in that way.

Nowadays any trained teacher is familiar with the inductive method. He knows that we learn best what we learn most easily and naturally. Language-habits are acquired by drill, and living language is only a set of adaptable habits. First through repeated examples we become used to saying things as they are to be said. Then we are ready to have pointed out to us the principle involved. Having once seen clearly "what it is all about"—how the same principle works in a number of cases—we do not need to worry about memorizing rules. We could make them up anytime in our own words. As soon as you have really *understood* something, you do not have to be too much concerned about remembering it.

From our modern point of view, then, to begin by learning rules of grammar is an unfortunate approach. But the weakness of the old method goes deeper than that. Perhaps what really brought about the final revolt against it was a sensing of the fact that often the "rules" themselves were inaccurate, unrealistic, or expressed from an angle that was beside the point. And this is precisely the part of the old method that still hangs on here and there. Or else, where it is "corrected," the correction itself fails to recognize the real issue.

There was once a certain schoolteacher who strove valiantly to inculcate good speech-habits in us incorrigible youngsters. With tireless zeal she aimed at results which were justifiable enough, but she might perhaps have won more cooperation if her *explanations* of "rules" had seemed more convincing. For instance, she would never allow us to say, "I don't think" so-and-so. The reason why that was wrong, she said, was that it involved saying "I don't think," whereas we *were* thinking, so that it was actually stating an untruth.

We did not argue the point with her; she was not the sort to encourage free discussion. We might have replied, however, that if we consistently followed her line of reasoning, we could not say, "I don't eat carrots," because that would in-

volve saying, "I don't eat." (Possibly she was a little too sure anyhow that we *did* "think.") She was at least partly right, no doubt, in objecting to the offhand negative approach of "I don't think," though there was no real question of correctness in grammar at all. There may be a not-unimportant difference of meaning, of implied attitude of mind, between: "I don't think there will be any trouble" and "I think there will not be any trouble." While the former says merely that the idea has not suggested itself, the latter indicates a definite conclusion reached after at least s o m e reflection. Which is to be considered "correct" depends upon what a person means to say, rather than upon any supposed "rule."

If there is any detail of "grammar" that our modern schools succeed in impressing upon the youngsters in their charge, it is that in asking permission they should say "*May* I?" rather than "*Can* I?" You can hear plenty of schoolchildren, who never utter a well-expressed sentence from morning till night, but who will start to say "Can I?" and then correct it to "*May* I?" The phenomenon is easily understandable because the occasion for the formula so often arises in any classroom. Yet it would be hard to find a clearer case of arbitrary pedantry than the evident insistence upon this item of "correct" speech.

In older English, *may* was simply the verb that meant what *can* means now. Though the ways of one language are not necessarily criteria as to correctness in any other, it is illuminating to notice that in French —known through the world as a polite language— *Puis-je?* expresses either "Can I?" or "May I?" In fact, to get at the real point, the only reason why *may* is "polite" is that it means *can*. The politeness is in the humble implication that I am under your authority, so that if you do not grant me permission, then I *can't*.

No doubt a person supposed to be thoroughly acquainted with modern English should be aware of the distinction between *may* and *can*, but it seems a rather insignificant detail to receive particular emphasis, by comparison with the far grosser errors which are allowed to pass unchallenged. We may reasonably suppose that "May I?" is now more or less a fossil form; that is, as a cut-and-dried formula of mere politeness, it preserves the verb *may* in a sense for which it was long ago superseded by *can* in more fluid current usage.

If there is any single rule of "correct English" with which everyone is familiar, surely it is the injunction that a sentence should not be allowed to end with a preposition. While there is some real virtue in that generalization, yet to insist upon it as an absolute "rule" is to reveal a rather profound ignorance of the ways of the English tongue as it happens to be. It is a case of the old sophistry of calling something arbitrarily by a certain name and then making assumptions about the thing because of the meaning of that name. For just as the early Roman writers applied the names of their own gods and goddesses to the somewhat similar divinities that they found being worshipped in the strange lands which they invaded, so the Latin grammatical nomenclature was applied to the *more or less* "corresponding" elements in English, which had developed in its own fashion quite independently of the system which the Latin terms of grammar were made to fit.

In Latin or French, the term "*preposition*" obviously applies only to the part of speech which always, as a matter of course, goes *before its object*, as prepositions naturally do in those languages. Now English just did not happen to have evolved a part of speech with exactly the same clear-cut characteristics. For one thing, since as far back as we have any record, the distinction between "prepositions" and adverbs has never been any too clear. You can find sentences in Old English where no one could tell for sure whether a certain word should be called the one or the other.

Then there is another curious quality of English which comes into the picture here. It is the reason why "Basic" English can be stretched so as to express somehow or other as much as it can. Whereas one often meets statements as to the vast vocabulary allegedly possessed by English, the average English-speaking person appears to command a very limited stock of words, at least so far as active use is concerned. This narrowness of range in vocabulary is particularly noticeable in the choice of verbs. We have a deep-seated habit of relying upon a small set of simple verbs of very general meaning, and piecing them out with adverbs or prepositions to make them mean almost anything. So we have accumulated a great many "idiomatic expressions" which are often very difficult for a foreigner to grasp.

Now, according to the nature of prepositions which are truly such, a preposition and its object form a unit. They are more closely united, we may say, than either of them is to anything else, and so they remain naturally inseparable in any sentence. In English, however, we have a different situation. When, as often happens, the verb depends upon an accompanying preposition to complete its meaning, the so-called "preposition" is really more closely joined to the verb than to its own theoretical object. What actually occurs is that the verb and the preposition go together to form a compound expression which amounts to a single word, though of course it

is not so recognized in our manner of writing.

Thus what formal grammar would classify as the "object of the preposition" is really rather the object of the *verb plus* the preposition—perhaps with an adverb thrown in, as in "make up for," "go along with," or "get along without." This kind of unity is easy to demonstrate. For the verb-plus-preposition we can usually find a specific verb which can be substituted without changing anything else in the sentence. "Fight for" may be replaced by *defend*, "get hold of" by *acquire*, "take hold of" by *seize*, "make up for" by *compensate*, "put up with" by *tolerate*, and so on.

Examples of "final prepositions" are common enough in respectable literature. We find them in Chaucer, in the King James Bible ("what things ye have need of"), and all the way down. The mere fact of their literary acceptance, however, seems less important than the air of completely idiomatic naturalness which they have in ordinary (good) English, as in specimens like:

We have much to be thankful for.
What could he be dreaming of?
It was a hard situation to cope with.
It is pretty to look at.
Show them what you're made of!
What men will fight for is worth looking into.
Happy is the bride the sun shines on.

To insist upon turning for instance "what the situation called for" into "that for which the situation called" would be little less than translating genuine English into a sort of synthetic language.

The idea of avoiding a "dangling preposition" has its merits, to be sure. It typifies the effort of conscientious speakers and writers to produce the kind of sentence that knows where it is going when it starts out, and finishes strongly with a clear-cut expression, instead of ending weakly with an unimportant word. Certainly some effort along that line is a good thing, for the nature of English allows its careless users—whose name is legion—to "get by with" slipshod, makeshift ways of expression. Improvement of sentence-structure is part and parcel of cultivating clear and orderly habits of thought. Nevertheless it is exaggeration to insist that a sentence should never end with a "preposition." Such a "rule" betrays an unrealistic conception of the English language, which we can no more make over completely to suit our ideals than we can sweep back the oncoming tide.

LOOK, LISTEN—AND WHY READ?

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The supplementation of education in schools and colleges by means of audio-visual aids has unquestionably proved a welcome addition to the media of education in the United States. There are many people whose responses to pictorial and auditory stimulus are more satisfactory in terms of learning than their responses to what is gleaned from the printed page alone. This is particularly true at the elementary school level, where reading is likely to be somewhat of a struggle and where, for that reason, audio-visual methods successfully strengthen the ability to learn from texts. It is likely, for example, that many children gained a far more extensive knowledge of geography during the war from radio broadcasts and moving picture films than they would have been able to acquire without those aids.

As a supplement, learning by ear and by pictures has proved to be an extremely efficient factor in broadening the base of the learning processes. However, it is equally true that the impact of radio, television and motion pictures on American life is rapidly developing to a point where it threatens a fundamental method of enriching one's cultural life—the printed page. Within the past few years, many colleges have found it expedient to introduce courses in remedial reading and remedial English. An alarming percentage of present-day college students are unable to read well enough to carry on successfully in college. The handicap of such students is not lack of native intelligence; their difficulty arises from the fact that their previous background of reading has been inadequate. These present-day college students who are now suffering from faulty reading habits are those who were born within the last quarter of a century and have suffered an inordinate amount of distraction from proper reading practices because of the tremendous growth of the motion picture and radio industries.

The inception of this real and serious problem is in the home. It is in the home that we as parents are unconsciously allowing the development of a future generation which

will not really know how to read. Before radio stretched its invisible tentacles into the life of the American family and before the moving pictures had become so easily accessible, people were more accustomed to read at home. Books were the most convenient source of entertainment and knowledge. Only by reading could information be acquired; there was no easier method. The example of the parents had its effect upon the children. Today, in some homes, the radio is in constant operation during the day for the housewife, who listens to the numerous serials which can be found almost anywhere on the dial at almost any time of the day. At certain hours millions of American children sit, tense and silent, listening to the exciting and desperate tales (often in execrable grammar) blared from the mouths of thousands of radios. These stories are no more thrilling than standard adventure books which have been read and enjoyed by generations of children in times past; the fundamental difference is that the radio tales usually have little or no literary merit and by no stretch of the imagination may be considered a stimulus to literary appreciation.

Are the advantages of our scientific age as exemplified in moving pictures and radio slaying something in the cultural life of future America and burying it under an enormous verbal and pictorial landslide, never again to emerge? Is the intellectual stamina of our children being weakened by exaggerated indulgence in auditory and visual enjoyments? To catch the significance of the printed sentence involves a certain amount of concentration and concentration necessarily assists the memory to retain. However, there is no effort required in seeing a moving picture or listening to a radio program; what the mind acquires easily, it forgets with equal ease and neither radio nor screen furnishes any means of refreshing one's recollections. Looking into the future one may, unfortunately, visualize a generation of people influenced in their homes during early growth to become a forgetful people, a people without thought, an irresponsible people.

It is true that many great literary works have been produced, and well produced, on the screen and in the radio theaters. Nevertheless, a radio or movie version of a great novel, while it gives the main incidents of the story, cannot impart full and complete appreciation of the writer's work. Our high school and college students will, in too many cases, naturally prefer this easy method under which there is little opportunity to develop an appreciation of literature.

What defenses can we set up against the threat to the printed word created by screen and radio? We should not attempt to abolish or curtail production of movies and broadcasts, for they do add to the enrichment of our life in many ways. Certainly we should not try to curb the use of audio-visual aids in our education systems, for they have made a worthy place for themselves as effective supplemental factors. The place to meet this threat is in the home and the defenders of the printed word must be the parents. Forbidding the children the privileges of listening to the radio or seeing moving pictures or television would be futile—such methods would merely create frustration and would not accomplish the desired purpose.

It is the duty of the parents to assist their children to realize that there are values in books which can never be imparted through screen nor radio. When a worthwhile play or novel is on the air or screen, the child should not be discouraged from gaining what he can through listening or seeing; however, the parent should be willing to take the time for a discussion of the production. This discussion should not take the form of a critical lecture by the parent as to the superiority of the written book or play over the screen or radio version; rather should it indicate appreciation of the production by the parent and lead naturally to a discussion of the written work and a demonstration (perhaps by reading from the original source) of the extra savor and richness that can be conveyed only by the written word.

This takes time and patience; but if we parents are willing to devote that time and patience, we shall be rewarded by the knowledge that our children will combine successfully all the various factors of the learning process now happily made available to them, rather than exaggerating the function of one set of factors to the exclusion of others; and we shall have assurance that the America of the future will continue to move forward toward an ever-increasing enrichment of its cultural and intellectual life.

My Teaching Is Easier Because . .

My teaching is easier because we make use of a wire recorder and phonograph records in our Spanish classes. Sometimes I give the pupils a passage of Spanish, which they practice reading several times, and then they make a recording. When the record is played back for self-criticism you should see the shocked look on their faces. I can hear them mutter, "Do I sound like that?" "I sound like a big drip." "I'll do better next time." One look at their faces convinces me that they really will do better next time.

We have a new set of Spanish records in our school, which have been

a big help in learning a foreign language. The pupils listen to records by a Spanish-American and then they try to imitate him. Of course, this always brings forth a lot of giggles, but they really enjoy it. They want to learn, and I find that this device promotes a spirit of rivalry and gives them an entirely new feeling for a foreign language. *HELEN WORTMAN, Evansville, Indiana.*

DO'S AND DON'T'S FOR READING

LILLIAN GRAY
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TO set the stage for understanding and enjoying the story to be read. DON'T descend upon the totally unprepared children with a blunt direction to "turn to page 34."

Your artistry and insight as a teacher come into play here. Perhaps you'll read a poem to establish a mood. Or show pictures or real objects to clarify concepts the children will meet in the story. Perhaps you'll draw the children out concerning similar experiences they have had. Maybe you'll institute a game like one to be described in the story. Or take the children out to play in the leaves, or down the street to look in a gift-shop window. Whatever your artistry suggests, it will be pointed toward getting these particular children ready to read this particular story *with meaning.*

DON'T present new words before the children have meanings to attach to them. DO tie the new words up with the meaning they will have in the story.

Don't get involved in introducing new words too soon. Wait until the stage is set for meaning. Then display your word cards, or put the new words on the blackboard, as you or the children use them in the same sense as they will be used in the story. Have several methods on tap to check on recognition of form and meaning—but don't linger so long that you lose the mood and interest you've aroused.

DO guide the reading of your basal-reader stories. DON'T, oh please don't, just have the pupils "read orally around the class." This business of reading orally around the class is also known as the "start-stop" method. The teacher calls on a pupil to read orally while the others follow along in their books. After one child has rattled off a few lines, the teacher stops him, rouses the next child, and starts him on his "turn." A steady diet of this, and the emphasis, for teacher and pupils alike, falls on seeing if the children "know all the words." Real guidance is utterly lacking.

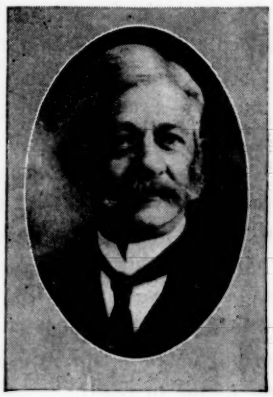
The other side of the picture, what I mean by guiding the reading of the story, gives the teacher something more interesting to do than calling on one child and then another and correcting the ones who miscall words. In guiding the reading, the teacher's aim is to make sure that the children get the full meaning of what they read. She may suggest a question before the page is read, all the children reading silently to find the answer. Then when someone is called on to read the passage orally, reading is done with reason, not by rote.

For example: "How do you think Dick felt when he saw Jane's roller skate come off? Who would like to read what he said to Jane just the way you think he said it?" Or, "How can you tell that Mrs. Hill was happy over her birthday present? Harriet, the rest of us will hold our books shut, and you read us just the part that makes you know Mrs. Hill was pleased."

DON'T be bashful about using a reading manual or guidebook. DO take advantage of all the help you can get in having an effective reading program.

As someone has said, two heads are better than one except on a calf. And the more heads the better in helping children get the most out of reading. That's one way of looking at the guidebook material that comes with your basal reading program. Today's manuals are not meant to be followed mechanically—they are not an instrument panel for flying blind. But they will give the teacher many practical, useful ideas for each step of the reading lesson—and they do show her what other heads have figured out is important in this particular story and at this particular stage in reading.

Of course, you'll have to adjust any set of printed lesson plans to the children you have in front of you, but be wise in your picking and choosing. For example, adapt, but don't play hounds and hares with, the related-practice section of the guidebook lesson plans—for there's where your skill-building comes in. And don't skip the phonetic analysis and other word-perception lessons and expect the children to be able just by magic to attack new words. No one (I hope) is going to take



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you back to the moisture-producing phonics of my early teaching years. (How I remember the fine spray that inevitably arched forward then thirty little mouths combined forces to produce *puh, buh, muh, tuh, luh* and then attempted to fasten them onto such unprepossessing "families" as the *acs,* the *ics,* and the *ugs.*) But you should have a modern method that includes phonics along with context clues, word-form clues, and word structure to help children "get" words. Don't pass these helps by in your guidebook lesson plans!

DON'T feel that you have to hurry along to the next story. DO pause for discussions, for skill-building, and for correlated activities.

Just a cut-and-dried question-and-answer period after reading isn't enough. Try to grow in the art of leading group discussions and of cultivating give-and-take among your pupils—get them to line up what they read with their own experiences. Take time for skill-building (see above) and for showing the children different purposes for reading and different ways we read to meet them.

One of my summer-school students added this: "We always tried to read a story a day in the best group, but now I can see this was too fast. There were not eonugh correlated activities to extend concepts and enrich experiences. Next term we shall spend more time on each story, rereading, dramatizing, discussing."

Good luck to all of you as you teach young ideas to sprout, young eyes and minds to read!

MODERN LANGUAGES FOR TODAY

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We are living in a world where the United States is competing with Soviet Russia for world leadership. Every thinking person realizes that the day of isolation is past, that it is imperative that we become international-minded. This being true, what attitude should our country have toward modern languages?

James Bryant Conant in his *Education in a Divided World* says: "In a world in which this country must be ever more conscious of other nations, linguistic skills are as important as mathematical ability and scientific and artistic talent. The boys and girls who can learn a new language rapidly should be found young and be developed."

The late Nicholas Murray Butler, stated, "In the present world, the ability to speak and read with ease at least one foreign language is more than ever necessary if the mind and imagination of American youth are to be set free for expansion beyond the narrow horizon of vocational interests and national prejudice"1

Yet, despite such statements from our educational leaders, the study of modern foreign languages decreased 8.9% last year in the colleges of the United States. An increased trend toward the vocational and the continued lowering of language requirements for college admission and graduation, as well as declining G. I. enrollments, were factors in the drop.

What can language teachers do about this decline? How can we make our courses at once more attractive and more effective? What can we do to "sell" languages to students? How can we show the relationship between languages and world affairs?

Every teacher has his own theories about methods, theories which must be adapted to meet the needs of students with differing preparations and backgrounds. My experience in more than twenty years of college teaching has convinced me that the *use* of a foreign language, except for grammatical explanations, produces the best results. From the first day, I begin using the language. For beginning Spanish and French, I like a text which deals with the country or countries where the language is spoken. Thus the student learns something of the geography and the economic, political and social institutions of the country at the same time he is acquiring a vocabulary. Cognates are introduced at once. At the first session, students go to the blackboard, imitate my pronunciation of simple phrases and then write them. Conversation on material begins immediately. Functional grammar is presented gradually while the student is developing an ear for the language and learning to express himself in it. The period to be spent on language study and the aims of the course will determine how much time is devoted to this phase of the work. Additional aural-oral work is presented through native and student recordings which check for pronunciation and comprehension.

After the student has learned to think in the language, I introduce work from English to Spanish. With this basis, one can go on to the study of literature and the deeper appreciation of the culture of the country. Some will disagree, but I

have found that the use of the language in the discussion and evaluation of literary works not only helps the student to continue thinking in the language but enables him to express finer shadings of distinction than is possible in English.

Smaller classes with increased individual attention produce better results and are needed in most language courses. Additional aids to the teaching process include language clinics for students who need extra help, records, film strips, foreign language tables, radio programs and movies in the language, lectures by natives and other competent persons, pictorial material with foreign language captions, language laboratories, plays, foreign magazines and papers ,and correspondence with students in a country where the language is spoken.

The present period of two years, the average time allotted to language study in this country, is inadequate, I believe, and should be extended for the attainment of more desirable results. In most parts of Europe and Latin American, six years or more are devoted to the study of a foreign tongue.

Aside from the enrichment that comes from being able to read literature in the original, the improved understanding of other peoples, and the personal satisfaction that results from speaking a language, foreign languages are of value in literary pursuits, various professions, government service, education, interpreting, commerce, foreign trade, international relations, hotel management, occupations involving travel, dramatics, art, costuming and social service.

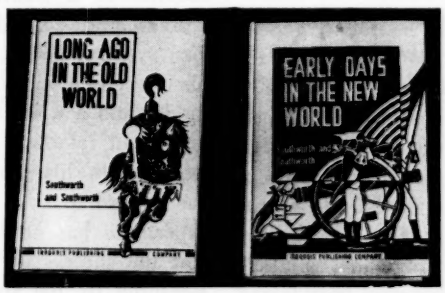
The increase of teacher and student exchange between various countries and the extension of U. S. fellowships and scholarships to foreign students have been a real stimulus to language study. Over 2,500 foreign students attended 115 American colleges last year. The interchange of students with Latin American countries through government grants-in-aid- (the Smith-Mundt Act)- and the Fullbright Act, as well as the recent increase in the number of scholarships to be given by various Latin American countries are steps in the right direction. For best results in terms of improved intercultural relations, the persons selected for foreign study should, of course, know the languages and backgrounds of the people to whose lands they are sent.

Language teachers would like to see the fine work of our Cultural Institutions in other nations greatly augmented. These Institutions are centers of information about our way of life. They sponsor English classes, offer lectures on our literature, establish lending libraries, and upon request send speakers to schools, clubs, and organizations. Naturally, staff members must have a knowledge of the language, psychology and way of life of the people for effective service.

If intercultural projects were widely extended, I believe they would be more effective in achieving lasting peace than threats and armaments, because peace must begin in the heart of man as an ideal and a desire strong enough to motivate him to give freely of his time, intelligence, and effort. Educators must awaken our young people and must reeducate many adults to the realization that, individually and collectively, we must work hard for peace. We must throw off our indifference, our refusal to face reality, and assume our rightful responsibilities in the struggle against prejudice, ignorance and greed.

The modern language teacher alone cannot accomplish this, but certainly no other teacher should be so well prepared to replace the barriers of misunderstanding and intolerance of other peoples with an intelligent interpretation of their differences and

Just published! Brand new in 1950!



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Two new books for the Middle Grades covering, respectively, our Old World background from the cave man through the period of exploration and our New World History from the beginning of the period of exploration through the adoption of the Constitution, plus sections on the American Indian and our national expansion.

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contributions. To do this, he should have not only a good background in the language, literature and civilization of the countries whose language he teaches, but should also have the benefits which come from travel and residence in a foreign country. First hand contact with another people results in enthusiasm and comprehension which make the language more vital and living. This personal tone is needed if we are ever to pass from abstract appreciation to real friendship among nations. Here is a challange to education today in our United States. I believe that teachers of the language, culture and way of life of other countries can be a powerful asset.

1.*Twentieth Century Modern Language Teaching" — Maxim Newmark*

TREATING OF THIS AND THAT

MARGERY W. STEER

PROMOTION TO WHAT?

Mr. A———— is a teacher who believes that to be most effective he must have a friendly, personal relationship with his students, and that this relationship can best be established if he understands and takes an active part in the life of the community of which they and he are a part.

For this reason he found a deep satisfaction in working with the young people and the adults of a certain small community over a period of more than a dozen years. His pupils were individuals, not lists of names in a grade book. Their parents were his personal acquaintances, not merely the anonymous "public". His fellow teachers were friends and co-workers in a common enterprise.

But each summer as he returned to a university campus for graduate study, he found the majority of other teachers busily intent on scrambling up the professional ladder into larger and larger schools in bigger and bigger communities. University instructors encouraged this educational, and social, climbing. To be satisfied to remain in one school, and that a small one, and to build one's life into one community, was considered to indicate a lack of ambition if nothing worse. A position in a large city school constituted success, and to remain year after year in a small community was the ultimate in personal and professional failure.

Eventually Mr. A————, inflenced by the advice of his aspiring fellow teachers and of his instructors who regretted the "wasting" of his abilities in a small school, sought and secured a position in a large city system. Today, one year after his supposed promotion, he is a sadder and a wiser teacher. In terms of human relations, of personal satisfaction in his work, the step up has proved to be a step down. The experience has confirmed his belief that the success of a teacher is not measured by the size of his salary, his school, or his community, but rather by his ability to create a social situation which inspires in both the youth and the adults of a community an eagerness to learn together, to work together, and to live together in friendly, honest, creative, and cooperative ways.

Those institutions of higher learning which are devoted to the training of teachers might profitably ponder the story of Mr. A————. In it there is a challenge to re-define success in teaching and in living. When the professional stigma has been removed from those who find their most rewarding service in the small school unit in the small community, there will be fewer frustrated teachers and more young people who are learning the fundamentals of democratic community living from their teachers in the public schools.

THE THREAD

Jesse Stuart in his recent book, "The Thread That Runs So True", (Scribner's, New York), dedicated to the school teachers of America, relates an experience which illustrates the futility of a school's efforts to teach one set of standards while the adult community practices another.

When he was serving as principal of the high school in Landsburgh, Kentucky, Mr. Stuart had a room in the Landsburgh Hotel which overlooked the entire length of Main Street. From this vantage point he was able to observe the town's life, and particularly its night life. He could hear the familiar voices of his students on the streets till all hours—students who would arrive tardy next morning and whose poor work would bring complaining parents to his office. He could see the town's notorious bootlegger, wearing a long coat with many pockets, ming-

ling with the groups on the street. As these things went on night after night below his window, the conviction deepened that the life and spirit of the school depended on the community. The PTA seemed the obvious group to help, but how could he challenge this organization, largely devoted to sociability and refreshments, to come to grips with the problems?

The way opened when four sons of prominent families were discovered playing poker for money on school premises. Immediately the town buzzed with speculations about what punishment the boys would receive and what stand the principal would take on this issue. To all inquiries Mr. Stuart replied that he didn't know what he would do—perhaps nothing! This surprising attitude kept the townspeople talking.

A somewhat sobered group of parents attended the next P. T. A. meeting. The principal's failure to take any action on the gambling issue was brought up for discussion and he was asked if he had anything to say. Mr. Stuart's answer merits the thoughtful attention of both teachers and the public:

" 'I have a lot to say', I said, rising to my feet....Then I told them ....That in my room in the Landsburgh Hotel I could see over half the town in all directions but one. And that if anyone didn't believe me, he should come to my room and switch off the lights and look over the town at night. I told them I had the room the town's police ought to have.

'And another thing', I said. 'Gambling is carried on in many of the homes in this town. Poker for money is played before your sons and daughters....The parents in this town must have a change of heart if we are to break up gambling in the school....Landsburgh High School is not a separate unit from you. We are a part of you. Every man, woman, and child in this community is a part of the Landsburgh High School. Your ways of life in your homes and in the town reflect here in the school. You can help us or you can hurt us. Our success here depends largely on you.'...."

The happy ending to this story was reported by Mr. Stuart to be nothing less than "a moral reformation among the citizens of Landsburgh" accompanied by a marked improvement in school morale and effectiveness. When citizens shoulder their responsibility for practicing what they ask their schools to teach we can expect our schools to turn out a much better product and our communities to develop a much finer type of group life.

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IS THIS AN OLD STORY?

A. S. Flaumenhaft

"You try to refresh and enrich what you do each time you play. You must, or you become an automaton," Nathan Milstein, violinist, quoted in a magazine interview.

Here is a danger teachers know:
Cease to enrich, and cease to grow;
Be gulled by the old, try nothing new—
And work's a deadly bore to you.

Aware and trying, in a Mendelsohn score
A Milstein finds riches not found before;
Awake and seeking, Lunt and Fontanne
Find zest in encoring again and again.

Alert and striving, in a tale for 1A,
In a song for the merry month of May,
In arithmetic problems related to living,
In history's first and last Thanksgiving,
In "Mother Goose" and "Measure for Measure"—
A teacher can find and give new pleasure,
Enriching student, self, and teaching,
By making a habit of reaching, reaching.....

Teacher, If You Was Me

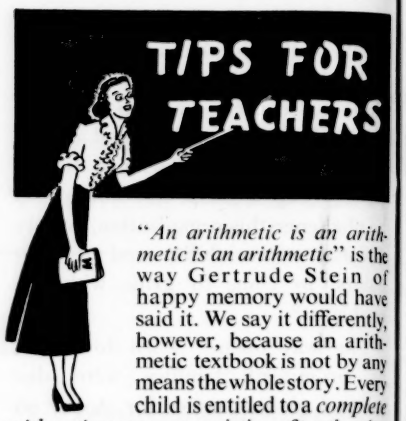
KAY BLAYNEY

Teacher, if you was me, I reckon your life would be a whole lot different from what it is. Last night you made me stay in for punching Clifford in the nose. —Did you ever have anyone say the coat you were wearing looked like a gunny sack? You probably didn't because you probably didn't have to wear coats that looked like gunny sacks.

You talk to me and you talk to me about getting my work in. Sometimes I think I'll try to do better. Once in awhile I can get a paper done better, but mostly when I sit down to do those old arithmetic problems, I can't figure them out. Pretty soon, before I know it, I'm not even thinking about them. Then you tell me to get busy or I'll have to stay in. Heck, I might as well stay in; it don't make no difference anyway.

I'm a whole lot older than the other kids. I'm bigger too. They think I'm dumb. I guess I am pretty dumb, but I'm a whole lot smarter than they think I am. But I never get very good marks. I get to thinking about other things — like the time we was reading about camping out in the woods. I sure wished we'd come to something so I could tell about the time me an' Frank was out in a boat when a storm come up. Boy! we really had a time getting back to shore! I was still thinking about that when you called on me to read, so I didn't know where the place was. I felt real dumb 'cause I would lots rather have been able to stand up and read real good than to have the kids think I am so dumb. I decided that the next time you called on me I'd have the place. I wanted to prove to you, and the kids too, that I wasn't so dumb as I act sometimes. I put my hand up at a place I could read better, but you had already called on someone else; then when you did call on me, I got stuck on a word almost as soon's I started. Seems like that happens every time I read. Even when I know the words pretty good when I read to myself, I get up and read the same way; I know I will before I start because I always do. Instead of proving I'm not so dumb, I keep proving I'm dumber all the time. Maybe I am not even as smart as I *think* I am — which isn't very smart anyway. If I'm not even that smart, then I really *am* dumb!

Sometimes I think things get more hopeless all the time. Maybe if I did my lessons real good the other kids would want me to play in their game. Instead I'm either the guy that stands around and watches or the one who gets in a game where the fellas are all throwing the ball to their friends. Gee, I'd like to have some real good friends in the first place! When I get to thinking about stuff like that I can't study no matter how hard I try because my mind just keeps going round and round until I don't know what the book says. — I gotta go to school. I gotta go for a long time. Teacher, I guess you're glad you ain't me.



"*An arithmetic is an arithmetic is an arithmetic*" is the way Gertrude Stein of happy memory would have said it. We say it differently, however, because an arithmetic textbook is not by any means the whole story. Every child is entitled to a *complete arithmetic* program consisting of textbooks, workbooks, tests, manipulative devices and a methods book. WINSTON offers just such a program carefully integrated for use in Grades 1-9.

All findings by modern authorities in reading concur in the conclusion that there is no quick way for the average child to acquire a reading vocabulary, that he succeeds best by much easy reading at many stages. EASY GROWTH IN READING has carried out these findings in a program of LEVELS based upon child ability from Pre-Primer groups through third year. Schools everywhere have found that this level plan provides maximum reading skill and enriched reading experience.

What makes a geography NEW? A copyright date or the way in which material is treated? You know the answer—if a geography does not treat regions from the standpoint of global relations and if it does not emphasize social living, it belongs to the prewar era regardless of copyright date. The WINSTON Smith-Sorenson-Carls OUR NEIGHBORS Series is quickly gathering fame for its perceptive, timeless, and timely handling of all topics.

TOM'S TOWN, *second book for second grade*, is proving a worthy successor to NANCY'S WORLD, first book in the new WINSTON SOCIAL STUDIES.

What makes day and night? What are the stars made of and how far are they? Have you heard an old man say it would rain because his rheumatism was bad? How can we save water? As long as youth is youth, these and many other questions will be pondered in their "long, long thoughts." *No one* answers them more effectively than does Franklin B. Carroll, Science Department Head, Frankford High School, Philadelphia, in his three-volume INTERPRETING SCIENCE SERIES.

A·T·P·I MEMBER

WINSTON 1010 Arch St. Phila. 7

THE NEWS DIGEST

Report Urges Mass. Teacher Certification

BOSTON, MASS.,—Legislation requiring all new teachers in the Massachusetts public schools to have at least a bachelor's degree from an approved college or university was recommended recently by a special legislative recess commission on education. Massachusetts is the only state that does not have some form of certification for teachers, the report pointed out.

The proposed legislation would not effect teachers now employed. Trade and vocational teachers also would be exempt since they must be qualified by the department of education. Responsibility for compliance would be vested in local school committees.

The Commission also made five recommendations concerning the development and expansion of the University of Massachusetts and urged the establishment of a two-year state-supported community college at Hyannis.

Not Communists But Swearing Mad

BERKLEY, CALIFORNIA, — President Sproul and many prominent professors at the University of California are vigorously protesting at the demand by the Board of Regents that they subscribe to an oath stating they are not members of the Communist party. Ninety-five percent of the department heads are said to oppose the board's order, on the grounds that communists would sign regardless of the fact, while others would rather resign than submit to what seems to them a special form of insult and a threat to academic freedom. Governor Earl Warren has joined the vocal outburst against the action of the regents, who voted, 12 to 6, for the oath requirement and its sharp corollary to the effect that faculty members failing to comply this spring will be off the university's payroll.

The objecting professors declare they are as much against communism as anybody could want them to be, but they point out that they have already taken the same pledge of loyalty to the constitution of California and the United States required of other public employees. They ask why this is not enough.

They argue that there must be better ways for weeding out professors with communists affiliations.

Students of the university have entered the fray by attending mass meetings at which they protested the proposed dismissal of professors for refusal to take the non-communist oath demanded by the regents.

The Academic Senate, at a session attended by 900 faculty members, has outlined a form of compromise under which every teacher of whatever rank would agree when signing his contract that he should expect immediate dismissal if found to be a communist or belong to any association interfering with his right to pursue truth objectively and freely.

World Teacher Groups Announce Merger

NEW YORK, — Teachers from every country except those behind the Iron Curtain are blueprinting an international educational group to make the force of teacher opinion more widely felt in the world.

To be known as the World Confederation of the Teaching Profession, the new organization has been in the process of formation for 18 months. It will unite the three major international teaching organizations — the International Federation of Teachers Association, the International Federation of Professors in Secondary Schools, and the World Organization of the Teaching Profession.

Dr. William F. Russell, president of Teachers College, Columbia University, estimates that 3,000,000 from 55 nations will join the new WCTP. The tentative constitution drafted for the new body outlines three major objectives — to sponsor education directed toward international understanding with a view to safeguarding peace and freedom and respect for human dignity, to improve teaching methods and teacher training, and to defend the rights and interests of the teaching profession.

Pre-College Guidance Seen as Critical Need

Guidance of the potential college student should begin in the tenth grade or earlier, according to J. Everett Long, registrar of West Virginia University. Writing in Current Trends in Higher Education, Mr. Long declares that there is a critical nation-wide need for more scientific study of the individual so that the preparatory school and college may jointly counsel the student in selecting the educational program for which he is best suited.

"An increasing percentage of colleges recognize that health of body and mind, social adjustment and a wholesome moral and religious attitude are necessary to a well rounded person," he writes. Once a college has accepted a new student, Mr. Long adds, it has an obligation to him, regardless of his past history and training.

Baltimore Classrooms Shown on Television

BALTIMORE, MD., — Every Friday evening at seven, television set owners in this city have an opportunity to look into a typical public school classroom. An entire grade—teachers, children, and equipment—is transported to the local WAAM studio and an actual unrehearsed lesson goes on the air.

"Baltimore Classroom—1950" will explore all phases of the Baltimore teaching system from kindergarten through high school. In addition to the three R's, the broadcasts will cover social studies, science, the Pupil Council and even such special courses as cosmetology and driver education.

No television professionals appear on the program. A one minute introduction by the teacher, explaining the purpose of the lesson and the re-

Dearborn Pupils Tackle Problem of Cheating

DEARBORN, MICH.—A successful attempt to curb the problem of cheating in the classroom has been carried on by students and faculty at Fordson High School in this city. Pupils in each of Fordson's 36 social science classes selected a delegate to represent them at a student congress especially set up to determine what could be done about cheating. The congress was split into small groups of five or six and a general discussion of the problem carried on in each group, the delegates then returning to their classrooms for further discussion. After compiling suggestions gathered in this way, the congress set up a definite program which has practically eliminated cheating in the school.

Jack Stallard, a Dearborn instructor who was alarmed at recent statistics showing that 66 per cent of the nation's high school and college students admit cheating, brought the problem before the student body and the students themselves listed forms of cheating that were going on in the school. Then the delegates listed the drawbacks of cheating, stating that it lowered the students' sense of honesty and developed attitudes and viewpoints that would get them into trouble later.

Finally the student congress made 17 recommendations which the school has put into effect. These included placing greater emphasis on honor, avoiding giving the same test to several classes, giving more theme type tests, furnishing students with outlines of facts they must learn and remember, reducing the size of the classes, giving more oral work and more uniform assignments, supervising examinations carefully, allowing ample preparation time before tests, making school work more interesting, and not allowing students to record grades or correct each others' papers. It was also suggested that work other than tests should be assigned and heavily considered for the final mark in a course and that students be allowed to help decide the value given to different kinds of marks, such as recitations, oral quizzes, maps and notes.

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sults expected is the only explanation given. The lesson is the show.

Ten Top Factors In Teacher Morale

CHICAGO, ILL.,—The most significant factors for good faculty morale were rated recently by 1600 teachers in this state. In answer to a questionnaire prepared by Joseph W. Yarbrough, who reported on the survey in *Illinois Education*, the teachers checked the following ten factors as most important: friendly interfaculty relations; a belief in and enjoyment of teaching; a just and adequate salary plan; worthy retirement pension plan; show of confidence by the administration; faculty co-operation in activities; adequate sick and emergency leave; position security through sound tenure; constructive, democratic supervision.

Teaching First Choice Of Smith Students

NORTHAMPTON, MASS.—Teaching is no longer the Cinderella among the career preferences of women college students, according to a report from Smith College. One-fifth of the senior class has designated teaching as the first choice for a post-college career, and the number of seniors majoring in education this year is the largest in a decade. Next to teaching, the students prefer editorial work, government positions and graduate study.

Commissioners Issue Education Blueprint

WASHINGTON, D. C.,—Free public education from nursery school through junior college is recommended in a far-reaching statement of policy adopted recently by the National Council of Chief State School Officers. Intended to serve as a guide for the improvement of school programs throughout the country, the report also attempts to outline the respective roles of local, state and federal governments in education.

Free community colleges, increased state aid to existing tax-supported colleges, and a system of undergraduate and graduate scholarships are proposed. The report recommends that state educational policy be determined by a non partisan board of education composed of laymen elected to serve without pay for long, overlapping terms.

At the national level, the report favors making the office of education an independent agency of the government under the direction of a board of laymen. Board members would select the U. S. Commissioner of Education. To avoid centralized control of federal participation in public education should be channeled through regular state agencies, the report says.

New York Teachers Will Grade Supervisors

NEW YORK CITY—An announcement of an opportunity to turn the "candid camera" on higher-ups in the school system caused excitement among this city's teachers recently. The "camera", in this instance, is to be a rating sheet issued by the Board of Education Bureau of Reference and Statistics as part of a project aimed at gauging leadership characteristics.

A supervisor may be a scholar, but has he a sense of humor? Is he sensitive to the feelings of others? The answers to questions like these will, it is hoped, be found through the anonymous rating sheets. When the ingredients of supervisor effectiveness have been determined, candidates for administrative posts can be measured against an ideal pattern.

Dr. Herbert Landry of the Bureau stressed the fact that the use of teachers in the project "is merely a part of our developmental procedure." Some teachers, however, are hopeful that the plan may lead to more democratic relations between the instructor and the principal or whoever supervises the instructor.

Schoolmen Visit Industrial Centers

CHICAGO, ILL.,—More than 60 educators from all over the nation flew here recently to see what makes Chicago a great commerical city and study the contributions of industry to American living. The group is taking part in a "Flying classroom" organized by Michigan State College. The educators will pass what they learned along to youngsters in their schools.

The Chicago tour, which also included visits to Detroit and New York was part of a program intended

to further co-operation between business and education. In addition to inspecting leading industrial plants in the city, schoolmen interested in functional architecture toured Chicago area school buildings.

Prof. Carl M. Horn, who conducts the flying classrooms, is now taking a similar group on a six-week tour of Europe to study political, social, economic and educational conditions.

Coaches Witness High School Bouts

SYRACUSE, N. Y.—How to teach self-defense to high school boys was shown here during a series of athletic demonstrations that closed the twelfth annual conference of the State Association for Health, Physical Education and Recreation. Although competitive boxing is sometimes frowned on for high school students, many of the 1600 attending the meeting said they favored the sport because it taught the boys to take care of themselves.

The necessity of keeping the competitive angle out of the boxing class was stressed by Lawrence A. Miller, director of physical education at Gloversville High School whose students staged the boxing demonstration. Mr. Miller bars all spectators from high school bouts and makes the boys go through many hours of practice before donning gloves. After the twenty-period course is completed, he believes his pupils would choose fisticuffs rather than flight when caught in a tight spot.

Urges Two Plus Three College Set Up

BRIDGEPORT, CONN.,—The reorganization of higher education to provide two years of general studies, followed by three years of specialized instruction, was advocated in a report issued here by Dr. James H. Halsey, president of the University of Bridgeport. This new program, he said, should lead to the master's degree and might do away with the traditional four-year bachelor's degree.

The first step in such a reorganization program, Dr. Halsey declared, would be the creation of numerous two-year community colleges, within "commuting distance of almost every family in the country." These institutions would offer general education, terminal courses and vocational preparation. The second step, he said, would involve a revision of the curriculum of the universities, so that they would offer upper-level work beginning with the third year.

Courts Seesawing On Loyalty Check Laws

School employees of New York State and City continue to wonder whether the loyalty check provided by the Feinberg Law will go into effect or not. According to the statute of that name, enacted last year in Albany, the public schools were forbidden to employ or to retain in service any teacher, janitor or other person belonging to a subversive organization. The State Board of Regents was to draw up a list of the organizations it regarded as unsafe risks. Local boards were then to probe the affiliations of their employees and to swing the axe accordingly.

Last fall's ruling by Judge Shirick that the law was unconstitutional, halted efforts to carry out its provisions or to do any more than gather information as a preliminary step — and even this was brought to a stand still by lawsuits and injunctions.

But in March, 1950, the situation was again reversed by Judge Christopher Heffernon of the Appelate Division of the Supreme Court, who ruled the Feinberg Law constitutional in every way, a needful protection to the minds of the young and in no respect infringing on the rights of school personnel.

No doubt the question will be carried higher and higher until it reaches the topmost tribunal.

Meanwhile the somewhat similar Ober Law of Maryland, which was ruled out by a Baltimore Circuit Court, has been ruled in again by the Maryland Court of Appeals.

U. of Illinois to Train Elementary Teachers

URBANA, ILL.,—In response to the "acute need" for elementary teachers, the University of Illinois has approved a new program leading to the degree of Bachelor of Science in elementary education. The first group of students will be admitted for the September, 1950, semester. Specialization in major or minor fields of study will not be required to enable prospective teachers to acquire a wide range of knowledge.

Thinks Television Won't Supplant Reading

NEW HAVEN, CONN., — Television isn't worrying the Yale University Press.

Its secretary, Chester B. Kerr, expressed confidence that books would hold their own as a long-run medium of learning and information after the television "fad" had subsided.

In a radio address, Kerr acknowledged that time spent viewing television might otherwise be used for reading books, and that a survey of 4000 Washington, D. C., television users showed they had spent one-third less time reading books.

He contended, however, that Americans were "faddists" or "chronic enthusiasts" and predicted that television owners would return to their reading habits once the novelty wore off.

M. Eisenhower Hits Narrow Specialization

PHILADELPHIA, — Over-specialization in American higher education is a "tragedy of monumental proportions," Dr. Milton S. Eisenhower, president-elect of Pennsylvania State College, warned here.

But, he said, an awareness of the fact that education must be adaptable to changing social conditions had started a "major revolution" toward a rounded education in most colleges and universities.

Dr. Eisenhower, head of Kansas State College since 1943, asserted that while specialization was an urgent necessity in modern society in making possible the high productivity required by our democracy, it was likewise essential for students to achieve an understanding of all the broad fields of knowledge.

Only in this way, he said, would most individuals leading a specialized life be able to keep themselves broadly and accurately informed.

College Students Serve With Faculty

ENID, OKLA.,—Students have voting membership on important faculty

committees at Phillips University. They are appointed to sit alongside professors to help determine the best answers to problems which come before such committees as those of curriculum, discipline, publications, guest lecture-concerts, and chapel.

Professors and students agree that it is a sound educational device, showing students how to meet adult situations in a mature way.

Administrators say it improves student-faculty relations by letting the college men and women help determine university policy.

The plan was inaugurated in 1938 by President Eugene S. Briggs. It has been extended to more committees as it proved effective, and is part of a larger program of student responsibility in university affairs.

Students Join Forces Against Discrimination

ITHACA, N. Y.,—Student delegates from seventeen Northeastern colleges and universities meeting at Cornell University recently laid plans for the creation of a national organization to promote inter-racial and inter-faith activities on college campuses. The conference was sponsored by an inter-group student house here.

Delegates were particularly concerned with "written and unwritten" discrimination practiced by fraternities and other campus social groups, while observing that some organizations were still limited to members of the same race or religion.

The proposed organization will be set up at a convention this spring. It will act as a clearing house, similar in some respects to the National Interfraternity Conference, and will aid the exchange of ideas and the promotion of co-operative programs.

"We merely want to prove that students of all backgrounds can live together in democratic fashion and like it," a spokesman asserted.

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SHOULD HAVE KNOWN

Driving in the center of town I edged my car past one driven by a woman, who was trying to reverse into a parking space that was clearly not big enough. The fender of her car suddenly swung out and bumped mine.

Flushed with exasperation, she leaned out of her car window. "You could see I was going to do something stupid," she said. "Why didn't you wait to see what it was?"

HOSPITALITY

The new minister always had a scripture ready for any question asked him. One day a bug flew in his mouth and he swallowed it. A little boy stepped up and asked: "Do you have a text from the scripture for that?"

"Yes," said the minister: "He was a stranger and I took him in."

STUMPED!

"There is nothing in the world that can't be done," shouted the man giving a pep talk.

"Have you ever tried pushing toothpaste back in the tube, mister?" came a voice from the back of the hall.

HE GOT IT

"My wife explored my pockets last night."

"What did she get?"

"About the same as any other explorer—enough material for a lecture."

AIR CONDITIONS

The other day a man from the pure air belt of the Adirondacks arrived in Detroit, where he began to complain bitterly about the smog. The man to whom he complained happened to be a Swede from Los Angeles. "You call this smog?" snorted the Swede. "Why, where I live it's so rich we call it *smogasbord!*"

IMPATIENT

Dorothy had been praying for a baby sister. The other day her mother, while reading the paper, exclaimed: "I see Mrs. Smith has a little daughter."

"How do you know that, mamma?" Dorothy asked.

"It says so in the paper, dear."

"Read it to me."

Her mother read: "Born to Mr. and Mrs. Smith, a daughter."

Dorothy thought a moment and then said: "I know what I'm going to do. I'm going to stop praying and begin advertising."

JUSTICE BY THE POUND

A wise old law professor was giving tips to his students. "When you're fighting a case," he said, "if you have the facts on your side, hammer them into the jury, and if you have the law on your side, hammer it into the judge."

"But if you have neither the facts nor the law?" asked one listener.

"Then", answered the professor, "hammer the table."

HONGY KONGY

Having looked in vain for a certain kind of notebook in the big stores of Hong Kong, an Englishwoman came upon a tiny, grimy stationer's shop. Entering she asked the Chinese proprietor: "Have got notebook?. All little hole along topside?"

The reply was: "I have several notebooks, madam, of different sizes, with perforated pages."

WELL FORTIFIED

I was in a crowded elevator in a downtown department store during one of the recent clearance sales, and standing behind me was a little boy.

"Aren't you afraid your son will be crushed in this crowd?" I asked.

"Not a chance, my dear," the mother replied.

"He bites."

JUST TOO MUCH

A minister advertised for a handyman and next morning a neat young man rang the bell. "Can you start the fire and have breakfast ready by 7:00?" asked the minister.

The young man thought he could.

"Can you polish all the silver, wash the dishes and keep the house and grounds tidy and neat?" was the next question.

"Look, Reverend," protested the young man: "I came here to see about getting married but if it's going to be anything like that, you can count me out right now!"

XUM